



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8409 N. 111th Ave., Peoria, AZ 85345

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Ric Rodriguez  
Schedule : 08:00 AM to 04:00 PM  
Grades : Pre-K-8  
Web Address : [countrymeadows.peoriaud.k12.az.us/](http://countrymeadows.peoriaud.k12.az.us/)  
Phone Number : (623) 412-5200  
Fax Number : (623) 412-5207  
E-mail : [rrodrigu@peoriaud.k12.az.us](mailto:rrodrigu@peoriaud.k12.az.us)

### Mission

All children will learn the skills that empower them to be lifelong learners with the support of teachers and parents in a safe and caring environment.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Increase student achievement at all grade levels in literacy through the study and implementation of effective research based strategies. Emphasis will be on the Kindergarten through Fifth grades.
- ü Students at all grade levels will continue to demonstrate improvement in the real-world application of written communication skills.
- ü To increase integration of technology into all facets of the life and work of Country Meadows students.
- ü Students will demonstrate responsible behavior in both school and community environments.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1407  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 55

## Instructional Programs

- ü Integrated Curriculum/Instruction
- ü Gifted Education
- ü ELL Instruction
- ü Kindergarten Enrichment
- ü Title I
- ü Community Preschool

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

The responsibility of all Peoria School District is to provide all students with the best opportunities to learn in a conducive environment. In addition to providing safe school campuses, each school invites and maintains high parent involvement.

### Parents

Parents responsibilities: To act in partnership with the school. This includes supporting student attendance; monitoring completion of assignments; modeling positive attitudes toward learning; attending school activities, Parent-Teacher conferences.

## Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Country Meadows Elementary School. For more information regarding transportation policy, contact Steve Highlen at (623)486-6007.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Pride of Peoria Recognition	2005
ü Two Wells Fargo grant Recipients	2005
ü PEEF Award for Grand Canyon Experience	2005

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	2757	80010	93	97	99	431	455	447	10	6	10	25	15	18	62	59	53	3	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1317	38935	95	97	99	424	454	447	12	5	9	32	15	19	57	59	55	NA	20	17
Male	78	1437	40974	90	96	98	439	456	448	8	7	11	19	14	18	68	58	52	5	21	19
African American	11	152	4201	100	95	99	438	445	430	9	8	17	18	16	23	73	64	51	NA	12	9
Hispanic	58	752	34545	92	95	99	423	439	432	16	10	14	28	22	24	53	58	53	3	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	NC	40	3979	NC	98	96	NC	450	424	NC	10	17	NC	10	30	NC	63	47	NC	18	6
White	80	1714	35142	92	97	99	438	463	465	6	4	5	24	11	11	68	59	56	3	25	28
Students with Disabilities	12	447	10161	55	84	93	406	433	419	33	19	28	42	24	28	25	44	36	NA	12	8
Students without Disabilities	143	2310	69849	99	100	100	433	459	451	8	4	7	24	13	17	65	62	56	3	22	19
Limited English Proficient Students	12	144	14013	100	93	97	397	410	413	42	21	24	33	43	34	25	34	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	70	838	39029	91	95	98	421	439	432	14	11	14	33	22	25	50	56	52	3	11	9
Non-Economically Disadvantaged	85	1919	40981	94	98	100	440	462	462	7	4	6	19	11	13	72	60	54	2	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	2732	79438	92	96	98	454	465	451	5	4	9	22	19	24	67	62	56	7	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1311	38775	95	97	99	454	470	457	4	3	7	22	17	22	67	62	58	7	18	13
Male	76	1418	40560	87	95	97	455	460	446	5	6	12	21	21	25	67	62	54	7	10	9
African American	11	151	4178	100	94	98	458	454	439	NA	6	13	27	24	29	64	63	52	9	7	6
Hispanic	57	743	34297	90	94	98	450	448	434	7	7	14	26	27	31	61	59	50	5	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	NC	39	3940	NC	95	95	NC	463	429	NC	8	14	NC	13	36	NC	69	47	NC	10	3
White	79	1700	34887	91	97	98	458	473	471	1	3	4	19	16	15	73	64	63	6	18	18
Students with Disabilities	10	422	9588	45	80	88	NA	441	416	NA	14	30	NA	32	32	NA	46	34	NA	8	5
Students without Disabilities	143	2310	69850	99	100	100	456	469	456	3	3	7	22	17	23	67	65	59	7	15	12
Limited English Proficient Students	11	139	13856	92	90	96	428	412	407	18	21	27	45	50	43	36	29	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	68	818	38685	88	92	97	441	447	435	9	8	14	26	30	32	60	56	50	4	7	5
Non-Economically Disadvantaged	85	1914	40753	94	97	99	464	472	467	1	3	5	19	15	16	72	65	62	8	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	154	2759	79971	92	97	99	436	437	423	5	5	8	32	33	41	62	60	49	1	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	1318	38974	95	97	99	450	451	437	3	3	5	21	23	33	74	69	57	3	5	4
Male	78	1439	40895	90	96	98	423	424	410	8	6	10	42	41	47	50	51	41	NA	1	2
African American	11	154	4203	100	96	99	432	432	411	NA	6	11	45	31	45	55	61	43	NA	2	2
Hispanic	57	752	34481	90	95	99	441	428	410	5	6	10	25	38	46	68	54	43	2	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	NC	40	3995	NC	98	96	NC	427	409	NC	10	10	NC	25	47	NC	63	42	NC	3	1
White	80	1714	35150	92	97	99	435	441	437	5	4	5	34	30	35	60	62	56	1	4	5
Students with Disabilities	12	455	10258	55	86	94	399	403	377	8	14	23	58	47	51	33	37	25	NA	2	1
Students without Disabilities	142	2304	69713	98	99	100	439	443	429	5	3	5	30	30	39	64	64	52	1	4	3
Limited English Proficient Students	11	145	13985	92	94	97	433	395	382	NA	10	18	45	59	54	55	31	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	70	838	38994	91	95	98	432	424	409	6	6	10	26	40	47	67	52	41	1	2	1
Non-Economically Disadvantaged	84	1921	40977	93	98	100	440	443	437	5	4	5	37	29	34	57	63	56	1	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2799	80147	90	97	99	458	490	482	16	7	11	24	14	17	52	53	49	8	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1350	39281	97	98	99	452	491	483	20	6	9	30	14	17	42	54	50	8	26	24
Male	67	1447	40780	83	96	98	465	489	482	12	7	12	18	14	17	63	52	48	7	27	24
African American	12	152	4249	92	97	99	457	471	464	17	15	17	33	20	22	42	51	48	8	14	13
Hispanic	49	657	33494	94	96	99	459	473	466	18	10	15	16	20	23	59	55	49	6	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	NC	38	4117	NC	95	96	NC	478	456	NC	13	19	NC	13	27	NC	55	46	NC	18	8
White	73	1856	36122	86	97	99	459	497	501	14	5	5	27	12	10	49	52	50	10	31	35
Students with Disabilities	NC	350	10295	NC	80	92	NC	454	443	NC	26	33	NC	24	26	NC	40	33	NC	10	8
Students without Disabilities	133	2449	69852	100	100	100	459	495	488	14	4	7	25	13	16	53	55	51	8	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	NC	11	622	NC	100	97	NC	439	454	NC	27	19	NC	45	30	NC	27	43	NC	NA	8
Economically Disadvantaged	57	760	38371	85	93	97	458	474	465	12	10	15	26	21	23	58	54	49	4	15	13
Non-Economically Disadvantaged	81	2039	41776	93	98	100	458	496	498	19	5	6	22	12	11	48	52	49	11	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2782	79686	90	96	98	465	483	470	6	5	11	25	18	24	68	67	57	1	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1348	39163	97	98	99	464	489	475	4	3	9	27	15	22	68	69	60	1	13	10
Male	67	1432	40438	83	95	97	467	478	465	7	7	13	22	20	25	69	65	54	1	8	7
African American	12	152	4228	92	97	98	468	470	458	8	11	15	17	20	28	75	62	53	NA	7	4
Hispanic	49	650	33299	94	95	98	461	468	452	2	9	17	37	26	32	61	60	47	NA	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	NC	38	4087	NC	95	96	NC	473	446	NC	5	16	NC	26	38	NC	61	44	NC	8	2
White	73	1846	35914	86	97	98	469	489	489	8	3	5	16	15	15	73	70	67	3	12	14
Students with Disabilities	NC	332	9808	NC	76	87	NC	451	432	NC	21	35	NC	32	32	NC	42	30	NC	5	3
Students without Disabilities	133	2450	69878	100	100	100	467	487	475	5	3	8	24	16	23	70	70	61	2	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	NC	10	611	NC	91	95	NC	NA	439	NC	NA	22	NC	NA	39	NC	NA	37	NC	NA	2
Economically Disadvantaged	57	748	38095	85	92	97	466	468	452	5	8	17	25	26	32	67	61	48	4	5	3
Non-Economically Disadvantaged	81	2034	41591	93	98	99	465	488	486	6	4	6	25	15	16	69	69	65	NA	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2808	80372	90	97	99	462	484	475	4	2	4	35	24	30	61	71	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1356	39452	97	98	99	467	497	488	4	1	3	30	15	22	66	80	72	NA	4	3
Male	67	1450	40836	83	96	98	457	472	464	4	3	6	40	33	37	55	62	56	NA	1	1
African American	12	152	4264	92	97	99	476	469	465	NA	5	5	33	28	35	67	66	59	NA	1	1
Hispanic	49	665	33608	94	97	99	450	473	462	10	4	6	33	29	36	57	66	57	NA	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	NC	38	4128	NC	95	97	NC	481	464	NC	NA	4	NC	32	39	NC	68	56	NC	NA	1
White	73	1857	36213	86	97	99	468	489	489	1	2	2	36	23	22	63	73	72	NA	2	3
Students with Disabilities	NC	361	10526	NC	82	94	NC	445	427	NC	9	15	NC	51	53	NC	39	31	NC	1	1
Students without Disabilities	133	2447	69846	100	100	100	463	489	482	5	1	3	34	21	26	62	76	69	NA	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	NC	11	621	NC	100	97	NC	456	452	NC	9	9	NC	27	40	NC	64	51	NC	NA	0
Economically Disadvantaged	57	772	38521	85	95	98	458	471	461	7	4	6	33	31	38	60	64	55	NA	1	1
Non-Economically Disadvantaged	81	2036	41851	93	98	100	465	489	489	2	2	3	36	22	22	62	74	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2833	79306	93	97	99	491	515	504	12	8	13	28	16	20	52	54	49	8	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1390	38845	95	98	99	497	515	505	4	6	11	35	17	20	51	55	50	10	22	18
Male	71	1439	40383	89	96	98	483	515	504	20	9	14	21	15	19	52	53	47	7	23	19
African American	15	174	4171	88	96	98	481	500	485	7	7	20	47	28	26	47	50	44	NA	14	10
Hispanic	57	685	32673	93	96	99	478	497	487	21	14	18	25	21	25	51	52	46	4	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	NC	33	4034	NC	94	97	NC	496	479	NC	15	22	NC	27	29	NC	45	43	NC	12	7
White	66	1849	36234	94	97	99	505	522	523	6	5	6	23	12	13	56	56	52	15	26	28
Students with Disabilities	NC	368	10286	NC	80	91	NC	479	462	NC	29	41	NC	25	27	NC	36	27	NC	10	5
Students without Disabilities	139	2465	69020	99	100	100	492	520	510	12	4	9	27	14	18	53	57	52	9	24	21
Limited English Proficient Students	11	96	10291	100	91	96	442	450	458	64	47	38	9	29	34	27	23	26	NA	1	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	60	752	37437	90	94	97	476	493	486	25	15	19	28	24	26	42	48	46	5	12	9
Non-Economically Disadvantaged	84	2081	41869	95	98	100	501	523	521	2	5	7	27	13	14	60	56	51	11	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2813	79000	93	96	98	486	499	489	8	5	10	24	18	24	64	67	58	4	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1384	38774	95	97	99	494	503	494	1	3	7	24	17	22	69	68	61	6	11	10
Male	71	1425	40150	89	95	98	477	496	485	14	7	12	25	20	25	58	65	55	3	9	8
African American	15	172	4153	88	95	98	482	488	476	NA	5	13	40	26	30	60	63	53	NA	6	4
Hispanic	57	677	32508	93	95	98	475	483	472	16	9	15	19	27	33	65	58	49	NA	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	NC	32	4016	NC	91	96	NC	487	467	NC	3	14	NC	31	37	NC	56	46	NC	9	2
White	66	1840	36135	94	97	98	497	506	508	3	4	4	24	14	14	64	70	67	9	12	15
Students with Disabilities	NC	348	9991	NC	75	88	NC	468	449	NC	19	33	NC	32	36	NC	46	29	NC	3	2
Students without Disabilities	139	2465	69009	99	100	100	487	503	495	7	3	6	23	17	22	65	70	62	4	11	10
Limited English Proficient Students	11	90	10199	100	86	95	426	437	439	64	39	35	18	41	47	18	20	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	60	742	37234	90	93	97	478	480	472	13	9	15	22	29	33	62	58	50	3	4	3
Non-Economically Disadvantaged	84	2071	41766	95	98	99	492	506	505	4	4	5	26	15	16	65	70	65	5	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2841	79611	93	97	99	494	503	496	2	5	7	49	33	37	49	61	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1393	39016	95	98	99	507	517	511	3	3	4	35	23	29	62	72	66	NA	1	1
Male	71	1444	40519	89	96	98	482	490	482	1	7	10	63	43	44	35	50	46	NA	0	0
African American	15	173	4188	88	96	98	485	497	486	NA	6	9	60	34	40	40	59	50	NA	1	0
Hispanic	57	692	32855	93	97	99	489	487	481	4	8	10	47	41	43	49	51	47	NA	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	NC	33	3992	NC	94	96	NC	491	478	NC	9	10	NC	36	46	NC	52	44	NC	3	0
White	66	1851	36380	94	97	99	499	510	511	2	4	4	50	30	30	48	65	65	NA	1	1
Students with Disabilities	NC	378	10664	NC	82	94	NC	456	440	NC	17	23	NC	52	54	NC	30	22	NC	1	1
Students without Disabilities	139	2463	68947	99	100	100	497	510	504	1	3	4	47	30	34	51	66	61	NA	1	1
Limited English Proficient Students	11	101	10362	100	96	97	459	429	438	NA	23	22	82	64	57	18	13	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	60	761	37626	90	95	98	483	483	479	3	9	10	53	43	45	43	48	45	NA	0	0
Non-Economically Disadvantaged	84	2080	41985	95	98	100	503	511	511	1	3	4	45	30	30	54	66	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	2877	79327	94	96	98	519	538	518	10	10	19	26	14	20	48	51	46	16	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1415	38961	96	97	98	516	538	520	10	9	16	26	14	20	49	53	48	14	24	16
Male	78	1461	40295	92	96	97	521	538	516	9	10	21	26	14	19	47	48	44	18	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	53	659	32327	95	96	98	503	518	499	17	17	27	32	18	25	42	50	41	9	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	--	37	4391	--	100	96	--	528	489	--	8	32	--	19	27	--	57	36	--	16	4
White	89	1933	36373	94	97	98	532	546	538	4	7	10	19	13	14	55	51	52	21	29	25
Students with Disabilities	10	339	9321	53	78	87	NA	486	467	NA	36	54	NA	25	22	NA	31	21	NA	8	3
Students without Disabilities	145	2538	70006	99	99	100	522	544	524	8	6	14	25	13	19	51	53	49	17	28	18
Limited English Proficient Students	13	94	9431	81	89	95	467	470	466	46	51	53	46	23	27	8	24	18	NA	1	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	66	752	37097	92	93	97	507	515	498	12	18	27	36	19	25	41	49	41	11	14	7
Non-Economically Disadvantaged	89	2125	42230	96	97	99	528	546	535	8	7	11	18	13	15	54	51	50	20	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	2872	79501	95	96	98	494	509	497	7	5	10	29	20	25	62	69	60	2	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1413	39062	96	97	99	496	514	502	6	4	8	30	18	23	62	72	64	1	6	5
Male	79	1458	40368	93	96	98	492	505	491	8	6	13	29	23	27	61	67	57	3	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	53	658	32389	95	96	98	477	493	478	13	10	16	40	28	34	47	61	48	NA	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	99	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	--	37	4401	--	100	96	--	494	473	--	11	17	--	19	40	--	70	43	--	NA	1
White	90	1929	36446	95	96	99	506	516	516	2	3	4	23	18	15	71	72	73	3	7	7
Students with Disabilities	11	334	9411	58	77	88	467	469	453	9	19	36	55	40	36	36	40	26	NA	1	1
Students without Disabilities	145	2538	70090	99	99	100	496	514	502	7	3	7	28	18	24	63	73	65	2	6	5
Limited English Proficient Students	13	90	9401	81	85	94	459	448	443	31	36	40	46	48	46	23	17	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	67	754	37183	93	94	97	482	491	479	12	10	16	39	31	34	48	57	49	1	3	1
Non-Economically Disadvantaged	89	2118	42318	96	97	99	503	516	513	3	3	5	22	17	17	72	74	70	2	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	2901	80000	95	97	99	551	577	564	3	2	3	11	6	11	85	78	75	1	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1431	39288	98	98	99	567	592	579	1	1	2	5	2	6	91	77	77	3	20	16
Male	79	1469	40644	93	96	98	535	563	549	4	2	4	18	9	15	78	80	74	NA	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	53	665	32672	95	97	99	547	566	548	4	2	4	15	8	14	81	83	76	NA	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	--	37	4424	--	100	97	--	578	549	--	NA	3	--	5	14	--	84	77	--	11	5
White	91	1946	36602	96	97	99	555	582	579	1	2	2	10	5	7	87	77	75	2	16	16
Students with Disabilities	11	357	9919	58	82	93	520	526	505	NA	5	9	55	27	35	45	65	54	NA	3	2
Students without Disabilities	146	2544	70081	100	100	100	553	584	571	3	1	2	8	3	7	88	80	79	1	15	12
Limited English Proficient Students	13	96	9571	81	91	96	526	518	502	NA	5	10	38	31	29	62	64	60	NA	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	67	769	37534	93	96	98	540	560	547	4	3	4	15	10	15	79	80	76	1	7	5
Non-Economically Disadvantaged	90	2132	42466	97	98	100	559	584	578	1	1	2	9	5	7	89	78	75	1	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	154	2923	78546	100	96	97	547	561	543	10	7	15	13	12	18	66	60	52	11	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	1449	38645	100	97	98	546	562	545	11	5	13	11	12	18	66	61	54	11	22	15
Male	65	1472	39792	100	95	97	549	561	542	8	8	17	15	12	17	66	59	50	11	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	51	656	31177	100	95	97	536	547	524	16	11	22	16	17	23	59	58	48	10	15	7
Asian/Pacific Islander	NC	103	1940	NC	96	99	NC	585	580	NC	2	5	NC	12	9	NC	52	53	NC	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	91	1978	36450	100	97	97	554	566	563	7	5	7	9	10	12	73	61	57	12	24	23
Students with Disabilities	21	309	8093	100	76	82	492	513	489	48	29	50	24	28	24	24	37	23	5	5	2
Students without Disabilities	133	2614	70453	100	100	100	556	567	549	4	4	11	11	10	17	73	63	56	12	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	66	756	34694	100	92	96	543	546	524	12	10	23	14	17	23	62	61	48	12	12	7
Non-Economically Disadvantaged	88	2167	43852	100	98	99	550	567	559	8	6	10	13	10	13	69	60	56	10	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	2936	79045	100	97	98	508	523	512	7	5	10	29	19	25	59	68	58	5	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	1453	38860	100	98	98	510	530	519	7	3	7	29	16	22	57	72	62	7	9	8
Male	64	1481	40075	98	96	97	505	517	505	6	7	12	30	22	28	61	64	54	3	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	50	661	31314	98	95	98	502	509	493	10	9	16	28	26	34	58	61	48	4	4	2
Asian/Pacific Islander	NC	104	1949	NC	97	99	NC	532	536	NC	6	4	NC	15	15	NC	67	66	NC	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	91	1984	36730	100	98	98	512	528	532	5	4	4	29	17	16	59	70	68	7	9	12
Students with Disabilities	20	320	8552	100	78	87	476	479	463	25	22	35	50	41	40	15	36	23	10	2	1
Students without Disabilities	133	2616	70493	100	100	100	513	528	517	4	3	7	26	16	24	65	72	62	5	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	66	763	34922	100	93	96	501	506	493	9	8	15	35	30	34	50	60	48	6	3	3
Non-Economically Disadvantaged	87	2173	44123	100	98	99	513	529	527	5	5	6	25	15	18	66	71	66	5	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	2957	79657	99	98	99	554	578	566	2	2	3	11	5	8	87	92	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	1462	39120	99	98	99	569	589	580	NA	1	2	7	2	4	93	95	92	NA	1	2
Male	64	1493	40423	98	97	98	535	566	553	5	3	5	17	8	12	78	88	83	NA	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	50	667	31642	98	96	99	545	568	552	4	3	5	12	7	11	84	90	84	NA	0	0
Asian/Pacific Islander	NC	104	1948	NC	97	99	NC	585	589	NC	3	1	NC	5	3	NC	88	91	NC	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	90	1995	36929	100	98	99	562	581	579	NA	2	2	12	4	5	88	93	91	NA	1	2
Students with Disabilities	19	341	9069	95	84	92	516	530	508	NA	7	11	47	26	30	53	67	58	NA	0	1
Students without Disabilities	132	2616	70588	99	100	100	560	583	573	2	1	2	6	2	5	92	95	91	NA	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	64	775	35341	97	95	97	556	567	551	2	3	5	9	8	12	89	89	83	NA	1	0
Non-Economically Disadvantaged	87	2182	44316	100	99	100	553	581	578	2	2	2	13	4	5	85	93	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	3051	78400	99	96	97	543	575	554	21	10	21	20	14	19	54	59	47	5	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1502	38686	95	97	98	543	576	554	17	9	20	22	13	20	57	61	49	3	18	12
Male	69	1547	39636	100	96	96	543	575	554	25	10	23	19	14	18	51	56	46	6	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	47	747	30732	96	95	97	524	559	534	26	13	31	38	21	24	36	55	40	NA	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	NC	33	4536	NC	100	95	NC	566	528	NC	18	35	NC	12	25	NC	58	37	NC	12	4
White	75	1998	37038	100	96	97	556	582	575	17	8	11	11	11	14	64	60	56	8	21	19
Students with Disabilities	NC	233	7840	NC	68	81	NC	519	498	NC	44	60	NC	18	18	NC	28	20	NC	9	2
Students without Disabilities	123	2818	70560	100	100	99	547	579	560	17	7	17	22	13	19	57	61	50	4	19	14
Limited English Proficient Students	10	85	8956	100	96	95	NA	512	502	NA	42	56	NA	29	25	NA	28	18	NA	NA	1
Migrant Students	NC	10	676	NC	100	95	NC	NA	523	NC	NA	38	NC	NA	25	NC	NA	36	NC	NA	1
Economically Disadvantaged	47	706	33014	90	92	95	526	556	534	30	16	31	30	20	24	38	53	40	2	11	5
Non-Economically Disadvantaged	85	2345	45386	100	98	99	552	581	569	16	8	15	15	12	15	62	60	52	6	20	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	3080	79179	99	97	98	506	535	519	13	5	11	33	19	27	53	70	58	2	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1518	38974	95	98	99	509	542	524	10	4	8	33	15	25	56	73	61	2	8	5
Male	69	1560	40124	100	97	97	503	528	513	16	6	13	32	23	28	51	67	54	1	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	47	757	30987	96	96	98	487	521	498	26	7	17	38	27	36	36	64	45	NA	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	NC	33	4573	NC	100	96	NC	530	494	NC	3	16	NC	21	41	NC	73	42	NC	3	1
White	75	2019	37467	100	97	98	516	541	539	5	4	5	32	16	17	60	72	70	3	8	8
Students with Disabilities	NC	261	8567	NC	77	88	NC	479	467	NC	28	39	NC	40	38	NC	28	22	NC	5	1
Students without Disabilities	123	2819	70612	100	100	99	510	539	524	10	3	7	32	17	25	57	74	62	2	7	5
Limited English Proficient Students	10	85	9013	100	96	95	NA	471	461	NA	27	40	NA	49	48	NA	24	12	NA	NA	0
Migrant Students	NC	10	680	NC	100	96	NC	NA	487	NC	NA	20	NC	NA	43	NC	NA	36	NC	NA	1
Economically Disadvantaged	47	725	33345	90	95	96	487	516	499	21	8	17	40	29	36	38	61	46	NA	2	1
Non-Economically Disadvantaged	85	2355	45834	100	98	99	516	541	533	8	4	7	28	16	19	61	73	67	2	8	7

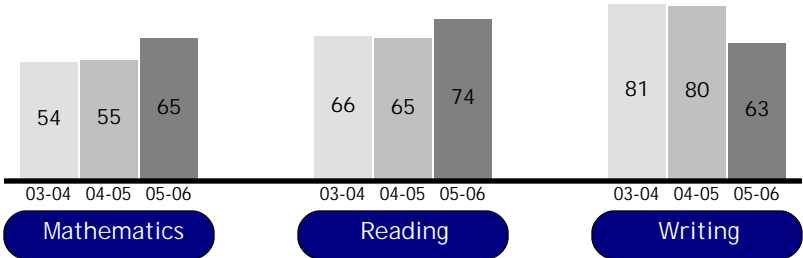
Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	3097	79734	99	98	99	568	573	554	2	1	3	12	11	19	83	87	78	3	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1524	39243	95	98	99	585	585	568	NA	1	2	8	7	12	86	91	85	6	1	1
Male	69	1571	40413	100	98	98	553	561	541	3	1	4	16	16	26	81	83	70	NA	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	47	762	31254	96	97	99	547	563	539	4	1	5	21	16	25	74	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	NC	33	4613	NC	100	97	NC	586	535	NC	NA	4	NC	9	29	NC	88	67	NC	3	0
White	75	2029	37668	100	98	99	578	576	569	NA	1	1	7	10	13	89	88	85	4	1	1
Students with Disabilities	NC	277	8943	NC	81	92	NC	517	495	NC	5	11	NC	44	51	NC	48	38	NC	3	1
Students without Disabilities	123	2820	70791	100	100	100	573	578	561	1	1	2	9	8	15	87	90	83	3	1	0
Limited English Proficient Students	10	85	9138	100	96	97	NA	513	492	NA	7	13	NA	40	46	NA	53	40	NA	NA	NA
Migrant Students	NC	10	687	NC	100	97	NC	NA	528	NC	NA	6	NC	NA	28	NC	NA	65	NC	NA	NA
Economically Disadvantaged	47	729	33718	90	95	97	550	559	538	4	2	5	15	18	26	81	80	69	NA	1	0
Non-Economically Disadvantaged	85	2368	46016	100	99	100	578	577	567	NA	1	2	11	9	14	85	89	84	5	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



Recent Trends in Student Proficiency on the State Standards (AIMS Test)

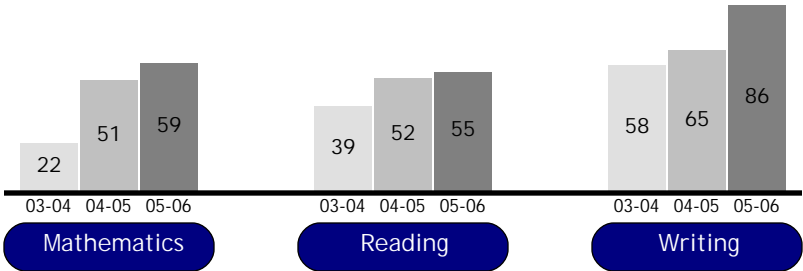
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	57	NA	58	100	47	53	47	100	43	56	46
	Language	99	44	60	50	100	40	53	47	100	41	59	48
	Mathematics	99	54	72	64	100	42	53	50	100	37	58	52
3	Reading	97	46	NA	55	100	42	52	44	92	48	56	46
	Language	98	57	70	61	100	42	50	44	93	46	54	46
	Mathematics	98	50	71	61	100	42	55	51	93	46	58	52
4	Reading	91	49	NA	56	99	41	54	48	90	50	59	52
	Language	99	42	60	52	99	43	55	49	90	46	59	52
	Mathematics	99	44	69	61	99	47	58	53	90	44	63	58
5	Reading	96	46	NA	55	99	43	56	50	93	50	63	56
	Language	98	34	56	49	99	41	56	50	93	46	61	54
	Mathematics	98	45	67	63	99	35	52	49	93	41	56	52
6	Reading	98	53	NA	56	99	45	58	51	95	54	65	56
	Language	97	44	60	48	99	46	55	47	95	44	58	50
	Mathematics	97	56	75	66	99	47	59	52	95	50	65	58
7	Reading	99	48	NA	54	99	49	59	50	100	52	63	54
	Language	98	50	67	58	99	52	62	52	100	58	67	58
	Mathematics	99	45	68	62	99	38	57	50	100	48	61	54
8	Reading	96	50	NA	55	99	44	58	51	99	50	67	58
	Language	96	44	64	52	99	45	56	50	99	48	63	56
	Mathematics	98	58	69	61	99	45	59	53	99	46	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Country Meadows Elementary School

## School Site Council

### Council Composition

- 3 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

### Council Duties

- Ü School Climate
- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Develop Site Council Goals

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	50.00
Other Professional Staff	28.00	Teacher Aide	8.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	3	0	0
4 to 6 years	17	7	0	0
7 to 9 years	5	3	0	0
10 or more years	16	12	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	188
Teachers with Emergency Certification.	13
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	12%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab (Grades K-6)
- Ü Library
- Ü Technology Lab (Grade 7 & 8)

### Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Athletics
- Ü Chorus/Art/Band

### Social Services

- Ü Community Preschool
- Ü After School Program
- Ü Crisis Intervention
- Ü Health Services

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Working with the Kiwanis Club of Sun City Kachina to provide books and Volunteers to our students to increase reading achievement.
- ü STUDY CONNECTION: A partnership with Arrowhead Honda Car Dealership that allows employees to provide tutoring for our students.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Country Meadows strives to provide a safe and orderly environment for all students through the use of consistent and fair discipline. Students are supervised at all times while on campus. We strongly believe in the school-community partnership.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Ric Rodriguez	(623) 412-5200
Transportation Policy	Steve Highlen	(623) 486-6007
Community Resources	Lorisa Pombo	(623) 412-5200
School Nutrition Programs	Willie Gentry	(623) 487-5183
Parent Organization	Jill Hunt	(623) 412-5200
Student Health/Nurse	Dinah Record	(623) 412-5204

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."



Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.